

ASSOCIATE SUPERINTENDENT APPROVAL _____

STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Contract Abstracts

SUBMITTED BY: Cindy Palmer

MANAGEMENT TEAM REVIEW: August 7, 2008

BACKGROUND INFORMATION:

BOARD ACTION REQUESTED: ☐ INFORMATION ☐ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

*Contract available in Contracts Office:
Cynthia Palmer

**SUMMARY OF
STATE BOARD CONTRACTS**

For State Board Meeting
Date: August 25, 2008

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
1. See Attached List	To provide Arizona Department of Education FY 2009 (US DOE Federal FY 2008) funds through the Title IV, Part B, of the No Child Left Behind (NCLB) Act of 2001 for the 21 st Century Community Learning Centers (CCLCs). The purpose of the program is to create learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program.	Total not to exceed \$4,711,084.10	PL 107-110, 21 st Century Community Learning Centers in the Title IV, Part B, of the No Child Left Behind Act of 2001	September 30, 2014	Cindy Trejo/ Kathy Hrabluk
2. See Attached List	To approve the continuation grants of Title I Even Start dollars for the fiscal year 2009. Projects are receiving funding to provide Even Start services to eligible adult participants and their children.	Total not to exceed \$1,070,763.40	Title I, Part B, Subpart 3, Elementary and Secondary Education Act.	June 30, 2009	Amy Corriveau/ Sally Downing/ Pat Immele

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Cynthia Palmer

**SUMMARY OF
STATE BOARD CONTRACTS**

For State Board Meeting
Date: August 25, 2008

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
3. See Attached List	To approve the continuation grants of Arizona Family Literacy funding for the fiscal year 2009. Projects are receiving funding to provide family literacy services to eligible adult participants and their preschool age children.	Total not to exceed: \$951,279.00	A.R.S.15-191,15-191.01, S.B. 1065.	June 30, 2009	Amy Corriveau/ Sally Downing/ Pat Immele
4. See Attached List	To award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to nine local educational agencies, comprising schools, under the established competitive process in the form of Renewal Subgrant Awards. Schools receiving such funding shall participate directly in scientifically research-based treatment strategies and locally designed programs focusing on the professional development of mathematics and science teachers.	Total Not to Exceed \$2,575,000.00	<i>No Child Left Behind Act of 2001</i> , P.L. 107-110, under Title II, Part B.	August 30, 2010	Cheryl Lebo/ Mary Knuck

*Contract available in Contracts Office:
Cynthia Palmer

SUMMARY OF STATE BOARD CONTRACTS

For State Board Meeting
Date: August 25, 2008

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
5. See Attached List	The approved use of funds will provide Arizona's Workforce Connection (AWC) an opportunity to enhance the coordination of Adult Basic Skills education, career and technical education, and workforce development services by generating referrals among AWC partners.	Total Not to Exceed \$1,112,979	The Workforce Investment Act of 1998	May 31, 2010	Karen Liersch/ Janice Cruz/ Jerald Goode
6. See Attached List	The pilots are developing a customer centric operating model that focuses on the long-term needs of the student by embedding transition services, to post-secondary education and vocational training, into every aspect of the program including intake and orientation. This new model relies heavily on building lasting collaborations with post-secondary institutions, One Stops, local area employers, and vocational programs to ensure that the adult student is equipped to compete in the 21 st century work force.	Total Not to exceed \$238,259.00	The Workforce Investment Act of 1998 allows State Leadership Funds to be used for collaboration building.	June 20, 2009	Karen Liersch/ Janice Cruz/ Jerald Goode

*Contract available in Contracts Office:
Cynthia Palmer

SUMMARY OF STATE BOARD CONTRACTS

For State Board Meeting
Date: August 25, 2008

	TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
7.	Gila County Education Service Agency	As part of developing a statewide collaboration, ADE/AES and the Arizona State Library System will jointly fund Gila County Education Service Agency to (1) increase the capacity to serve adult education students; (2) increase the number of adult learners served; see complete list below.	Total Not to exceed \$9,079	The Workforce Investment Act of 1998 allows State Leadership Funds to be used for collaboration building.	June 30, 2009	Karen Liersch/ Janice Cruz/ Jerald Goode
8.	See Attached List	ARS 15-234, Federal P.L. 105-220 Title II of the Workforce Investment Act of 1998, and the Arizona State Plan for Adult Education authorize allocation of funds for the establishment and maintenance of adult education.	Total Not to exceed \$11,387,279	ARS 15-232 and 15-234 The Workforce; Investment Act of 1998: The Adult Education and Family Literacy Act (P.L. 105-220); The Arizona State Plan for Adult Education.	June 30, 2009	Karen Liersch/ Janice Cruz/ Jerald Goode
9.	See Attached List	School teams will be provided evidence-based methods to implement effective instruction, differentiated curriculum, accommodations for learners, modifications to curriculum,	Total not to exceed \$64,600 over two years	Part B—Individuals with Disabilities Education Improvement Act of 2004	June 30, 2009	Colette Chapman

*Contract available in Contracts Office:
Cynthia Palmer

SUMMARY OF STATE BOARD CONTRACTS

For State Board Meeting
Date: August 25, 2008

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
	and behavioral support. The collaboration of special and general education will be emphasized throughout the training.				
10. See Attached List	The purpose of this grant is to support team training and technical assistance to enhance a public education agency's ability to provide comprehensive transition programs for youth with disabilities aged 16 – 21, including facilitating a seamless transition to full community participation for every student, regardless of his/her disability, upon exit from high school	Total not to exceed \$141,600 over two years	Part B—Individuals with Disabilities Education Improvement Act of 2004	June 30, 2010	Colette Chapman/ Steve Mishlove
11. See Attached List	The purpose of this grant is to provide funding for team members to participate in guided professional development that focuses on improving reading skills for students with disabilities in	Total not to exceed \$260,000 over two years.	Part B—Individuals with Disabilities Education Improvement Act of 2004	June 30, 2010	Colette Chapman

*Contract available in Contracts Office:
Cynthia Palmer

**SUMMARY OF
STATE BOARD CONTRACTS**

For State Board Meeting
Date: August 25, 2008

TO WHOM CONTRACT AWARDED	PURPOSE	CONTRACT AMOUNT	FUNDING	END DATES	PROGRAM/ADE CONTACT PERSON
	grades K – 3, and higher grades if appropriate to the applicant, in low performing schools.				
12. See Attached List	The purpose of this grant is to provide funding for team members to participate in guided interactive workshops that focus on improving the access to classroom curriculum for students, aged 3 through 21, through the utilization of assistive technology (AT) tools and strategies.	Total not to exceed \$151,000	Part B—Individuals with Disabilities Education Improvement Act of 2004	June 30, 2009	Colette Chapman/ Steve Mishlove
13. See Attached List	This grant supports district-wide teams of parents and education professionals as members of teams participating in an ADE/ESS-sponsored train-the-trainer approach to developing local-level professional development that will increase knowledge and effective teaching skills of those working with children with Autism Spectrum Disorder (ASD).	Total not to exceed \$188,000 over two years	Part B—Individuals with Disabilities Education Improvement Act of 2004	June 30, 2009	Colette Chapman

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: 21st Century Community Learning Center Grant Awards – Cycle 7

SUBMITTED BY: Cindy Trejo

MANAGEMENT TEAM REVIEW: _____

BACKGROUND INFORMATION:

To provide Arizona Department of Education FY 2009 (US DOE Federal FY 2008) funds through the Title IV, Part B, of the No Child Left Behind (NCLB) Act of 2001 for the 21st Century Community Learning Centers (CCLCs). The purpose of the program is to create learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Arizona 21st CCLCs are located in schools but can be in other similar accessible facilities. Eligible applicants were selected based on programs that will target services to students who attend low-performing schools with at least 40% free and reduced meals.

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following parties:

Name of Contracting Parties:

See Attached List (1.b)

Purpose:

To provide Arizona Department of Education FY 2009 (US DOE Federal FY 2008) funds through the Title IV, Part B, of the No Child Left Behind (NCLB) Act of 2001 for the 21st Century Community Learning Centers (CCLCs). The purpose of the program is to create learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Arizona 21st CCLCs are located in schools but can be in other similar accessible facilities. Eligible applicants were selected based on programs that will target services to students who attend low-performing schools with at least 40% free and reduced meals.

Contract Amount:

Total not to exceed **\$4,711,084.10**

Source of Funds:

Authorizing Legislation:	PL 107-110, 21 st Century Community Learning Centers in the Title IV, Part B, of the No Child Left Behind Act of 2001
Index Number(s):	94441

Responsible Unit at the Department of Education:

Division Director and Program Contact:	Cindy Trejo, School Effectiveness Division
Associate Superintendent:	Kathy Hrabluk, School Effectiveness Division

Dates of Contract:

The agreement shall take effect when approved by the Board, and shall terminate on September 30, 2014.

Explanation of Contract:

Previous Contract History

During Arizona Department of Education FY 2008 (US DOE Federal FY 2007) a total of \$18,347,138.00 21st CCLC funding was budgeted for grant recipients with programs in 178 schools.

The total amount of funds for FY 2009, (US DOE Federal FY 2008) is \$21,275,570.00. Of this, \$4,711,084.10 will fund new awardees, per the attached list. The remaining \$15,500,707.00 will fund previously awarded grantees in years two through five.

Method of Determining Contract Amount(s)

The attached LEA's are funded through a competitive process. Grant amounts are based on the available federal appropriation as well as demonstration of need and effective use of funds through the 21st CCLC application. The awards are based on an approved budget plan for five years with mandatory budget reductions in the last two years.

Evaluation Plan

ADE will identify the students who participate in the 21st CCLC to report their level of performance on AIMS.

Grantees are required to submit an Annual Performance Report and evaluation plan to assess program impact on student achievement and other student behavioral outcomes.

**2009 NEW GRANTEE APPLICANTS
21ST CENTURYCOMMUNITY LEARNING CENTERS GRANT**

District	School	Budget Amount
Aguila Elementary District	Aguila Elementary	120,000.00
Amphitheater Unified District	Amphitheater Middle School	120,000.00
Avondale Elementary District	Michael Anderson School	119,997.26
Benson Unified	Benson Middle	80,438.00
Casa Grande Elementary District	Ironwood Elementary School	117,725.00
Casa Grande Elementary District	Mesquite Elementary School	110,516.00
Cesar Chavez Learning Community	Cesar Chavez Middle	120,000.00
Chandler Unified District	San Marcos Elementary School	119,680.00
Choice Education & Development Corp	Sequoia Village School	81,600.00
Coolidge Unified District	West Elementary School	119,680.00
Coolidge Unified District	Hohokam Elementary - Coolidge Unified	119,680.00
Flowing Wells Unified	Laguna Elementary	119,684.00
Franklin Phonetic Primary School	Franklin Phonetic	112,000.00
Friendly House	Academia del Pueblo	116,780.60
Genesis Academy	Genesis Academy	120,000.00
Glendale Elementary District	Harold W. Smith Elementary School	119,947.85
Morristown Elementary District	Morristown Elementary	86,400.00
Page Unified District	Lake View School - Page Unified	119,999.00
Paradise Valley Unified	Palomino II Intermediate	119,713.00
Paradise Valley Unified	Palomino Elementary	119,995.99
Peoria Unified School District	Santa Fe Elementary School	119,328.00
Peoria Unified School District	Ira A. Murphy	119,888.00
Pima County Board of Supervisors	Pima Vocational HS - Kino Campus	54,219.00
Scottsdale Unified District	Hohokam Elementary - Scottsdale Unified	98,400.00
Scottsdale Unified District	Supai Middle School	78,720.00
Scottsdale Unified District	Tavan Elementary	98,400.00
Sierra Vista Unified	Village Meadows Elementary	118,800.00
Sierra Vista Unified	Carmichael Elementary	119,808.00
Somerton Elementary District	Somerton Middle School	120,000.00
Sunnyside Unified	Liberty Elementary	109,066.40
Tucson Unified	Borton Primary Magnet	120,000.00
Washington ESD	Washington Elementary School	120,000.00
Washington ESD	Acacia Elementary	120,000.00
Washington ESD	Cactus Wren Elementary	120,000.00
Washington ESD	Ocotillo School	120,000.00
Washington ESD	Lakeview Elementary - Washington ESD	120,000.00
Washington ESD	Palo Verde Middle School	120,000.00
Washington ESD	Orangewood Elementary	120,000.00
Washington ESD	Royal Palm Middle School	120,000.00
Willcox Unified	Willcox Elementary	90,618.00
Williams Unified	Williams Elem/Middle	120,000.00
Yuma Elementary District	Fourth Ave. Jr. High	120,000.00

ASSOCIATE SUPERINTENDENT APPROVAL

Kathy Madluk

STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Request for Approval: Title I Even Start Continuation Funds for FY09

SUBMITTED BY: Amy Corriveau

MANAGEMENT TEAM REVIEW: August 5, 2008

BACKGROUND INFORMATION:

Arizona Title I Even Start Literacy Programs integrate four service components: early childhood education, adult basic education, parenting education, and parent-child interaction. The mission of Family Literacy is to improve student achievement through the academic support of the whole family.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following parties:

Name of Contracting Parties:

Program Funded	FY09 Allocation
Cochise College	\$75,000.00
Flagstaff Unified School District	\$75,000.00
Isaac Elementary School District	\$182,709.36
Literacy Volunteers of Maricopa County	\$181,680.79
Mesa Unified School District	\$155,107.03
Pima Community College	\$130,292.95
Sahuarita Unified School District	\$75,000.00
Sunnyside Unified School District	\$120,973.27
Tempe Elementary School District	\$75,000.00

Purpose:

To approve the continuation grants of Title I Even Start dollars for the fiscal year 2009. Projects are receiving funding to provide Even Start services to eligible adult participants and their children.

Contract Amounts:

Total not to exceed \$1,070,763.40

Source of Funds:

Authorizing Legislation:	Title I, Part B, Subpart 3, Elementary and Secondary Education Act.
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Responsible Unit at Department of Education: Early Childhood Education Section

Deputy Associate Superintendent:	Amy Corriveau
Program Contact:	Sally Downing
Fiscal Contact:	Pat Immele

Dates of Contract:

Program Year 2008-2009 is Year 4 of a 4-year grant cycle that began in July 2005 and will end on June 30, 2009.

Explanation of Contract: Previous Contract History:

This is the final year of a four year grant cycle. Nine programs are being offered continuation funding for FY09, due to drastic cuts in federal funding. Of the original 16 projects, one project discontinued services in FY06 and three additional projects voluntarily discontinued services upon the end of FY07. The remaining projects were reviewed for making sufficient progress toward state indicators. Two projects were defunded in FY08 due to insufficient progress; one additional project chose to discontinue services at the end of the fiscal year. Even Start projects serve families throughout Arizona who are eligible based on income, age of child, and educational level of the parent.

Number Affected (Students, Teachers, and Public, as appropriate)

Nine programs serving approximately 480 eligible families

Method of Determining Contract Amount(s):

Due to the voluntary closure by several projects and the discontinuation of funding to other projects in the past three years, the Department is funding nine Even Start Projects for FY09. Even Start funding was again severely cut, with a 27% decrease in funds from the previous fiscal year. The minimum funding level required for a project is \$75,000; thus the four single-site projects are being funded at the minimum allowed, a 12% reduction in funding from the previous fiscal year. The other five projects are multiple site programs, with each being funded at a 28% reduction from FY08.

Evaluation Plan:

Projects will submit annual reports each August indicating their progress toward state performance indicators. Required targets are as follows:

% of adults making significant learning gains in reading	...61%
% of adults making significant learning gains in math	...61%
% of adults making significant gains in English Acquisition (oral)	...65%
% of adults making significant gains in English Acquisition (literacy)	...65%
% of school age adults earning a high school diploma/GED	...80%
% of non-school age adults earning a high school diploma/GED	...60%
% of adults improving at least .5 points on the PEP, Scale II	...85%
% of adults attaining mastery level on the PEP Scale II as measured by a score of 3 or greater	...50%
% of adults attaining master level on an additional PEP scale as measured by a score of 3 or greater	...50%
% of children who achieve significant gains of 4 points on the PPVT	...75%
% of children who demonstrated significant gains in letter identification as measured by the PALS PreK	...75%
% of school age participants who are reading on grade level	...80%
% of children attending 80% or more of the school program days	...80%

Projects are considered to exceed targets if they meet 10% more than the target.

Projects are considered to approach the target if they fall within 20% of the target.

Projects are considered to fall far below the target if they are more than 20% under the target.

Any project that does not meet or exceed 100% of the indicators will be slated for targeted technical assistance. The intent is that projects receiving technical assistance will use the assistance as an opportunity to improve their progress toward the above listed performance indicators. Projects' progress toward the indicators is monitored to determine program effectiveness and make decisions related to continuation funding. Those projects not making significant progress toward improving their outcomes may not receive further funding or may receive a minimal grant award with a high risk label. Given that FY09 is the final year of the four-year funding cycle, all projects will have the opportunity to submit new proposals in the Spring of 2009; prior performance will be considered as part of the decision for future funding. Funding is dependent on the availability of Even Start funds.

ASSOCIATE SUPERINTENDENT APPROVAL

Kathy Habink

STATE BOARD MEETING DATE

August 25, 2008

SUBJECT: Request for Approval: Arizona Family Literacy Continuation Funding 7/1/08-6/30/09

SUBMITTED BY: Amy Corriveau

MANAGEMENT TEAM REVIEW: August 5, 2008

BACKGROUND INFORMATION:

Arizona State Family Literacy Programs integrate four service components: early childhood education, adult basic education, parenting education, and parent-child interaction. The mission of Family Literacy is to improve student achievement through the academic support of the whole family.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following parties:

Name of Contracting Parties:

Program Funded	FY09 Allocation
Cochise College	\$65,573.23
Isaac Elementary School District	\$187,286.38
Mesa Unified School District	\$237,958.37
Pima Community College	\$297,554.16
Sahuarita Unified School District	\$36,452.12
Somerton Elementary School District	\$57,985.44
Sunnyside Unified School District	\$68,469.30

Purpose:

To approve the continuation grants of Arizona Family Literacy funding for the fiscal year 2009. Projects are receiving funding to provide family literacy services to eligible adult participants and their preschool age children.

Contract Amounts:

Arizona Family Literacy FY09 Allocations: Total not to exceed: \$951,279.00

Source of Funds:

Authorizing Legislation:	A.R.S.15-191,15-191.01, S.B. 1065.
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Responsible Unit at Department of Education: Early Childhood Education Section

Deputy Associate Superintendent:	Amy Corriveau
Program Contact:	Sally Downing
Fiscal Contact:	Pat Immele

Dates of Contract:

Program Year 2008-2009 is Year 4 of a 4-year grant cycle that began in July 2005 and will end on June 30, 2009 contingent on availability of funds.

Explanation of Contract: Previous Contract History:

This is the final year of a four year grant cycle; however only seven of the 16 originally funded programs are continuing. One project discontinued services in FY06, one project declined funds in FY07 and for FY08, two additional projects have declined funds, and four additional projects have discontinued services. For FY09 one additional project has declined funds. Family Literacy projects serve families throughout Arizona who are eligible based on income, age of child, lawful residence, and educational level of the parent.

Number Affected (Students, Teachers, and Public, as appropriate)

Seven programs serving approximately 136 eligible families.

Method of Determining Contract Amount(s):

Funding was determined for FY09 based on the number of preschool children served by the program. Due to the closures listed above, additional funding is available to increase the FY09 allocations to the projects continuing services by approximately 8%. Projects are monitored for their ability to serve the minimum number of eligible participants as required by ARS 15-191.01. All programs being funded for FY09 are serving more than the minimum number required in statute.

Evaluation Plan:

Projects will submit annual reports each August indicating their progress toward state performance indicators. Required targets are as follows:

% of adults making significant learning gains in reading	...61%
% of adults making significant learning gains in math	...61%
% of adults making significant gains in English Acquisition (oral)	...65%
% of adults making significant gains in English Acquisition (literacy)	...65%
% of school age adults earning a high school diploma/GED	...80%
% of non-school age adults earning a high school diploma/GED	...60%
% of adults improving at least .5 points on the PEP, Scale II	...85%
% of adults attaining mastery level on the PEP Scale II as measured by a score of 3 or greater	...50%
% of adults attaining master level on an additional PEP scale as measured by a score of 3 or greater	...50%
% of children who achieve significant gains of 4 points on the PPVT	...75%
% of children who demonstrated significant gains in letter identification as measured by the PALS PreK	...75%
% of school age participants who are reading on grade level	...80%
% of children attending 80% or more of the school program days	...80%

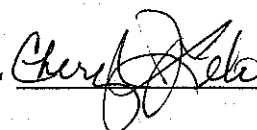
Projects are considered to exceed targets if they meet 10% more than the target.

Projects are considered to approach the target if they fall within 20% of the target.

Projects are considered to fall far below the target if they are more than 20% under the target.

Any project that does not meet or exceed 100% of the indicators is slated for targeted technical assistance. The intent is that projects receiving technical assistance will use the assistance as an opportunity to improve their progress toward the above listed performance indicators. Projects' progress toward the indicators is monitored to determine program effectiveness and make decisions related to funding.

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Approval of the List of Eligible LEAs with Technical Review Scores High Enough to Receive Mathematics and Science Partnerships Renewal Cycle 2 Subgrant Awards

SUBMITTED BY: Mary Knuck

MANAGEMENT TEAM REVIEW: August 25, 2008

BACKGROUND INFORMATION:

Nine (9) local educational agencies (LEAs) recently received technical review scores sufficiently high enough to be considered for funding as a result of their submission of Renewal Subgrant Applications to the ADE in response to the prescribed competitive process under Arizona's Mathematics and Science Partnerships (MSP) Program. These eligible local educational agencies are being considered for participation in the MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Arizona Department of Education (ADE), and

Name of Contracting Party (ies):

Page 4.b.of this Contract Abstract contains the names of eligible local educational agencies (LEAs) requesting participation in Arizona's MATHEMATICS AND SCIENCE PARTNERSHIP (MSP) PROGRAM through submission of Renewal Subgrant Applications to the ADE in response to the prescribed competitive process and have, as a result, received technical review scores sufficiently high enough to be considered for funding. Amounts presented on Page 1b. represent dollars awarded to each applicant LEA.

Note: LEAs may only apply for the MSP Subgrant if:

- a substantial number of (K-8) teachers are not appropriately certified to teach mathematics/science or there is evidence of (K-8) teachers with limited content knowledge in mathematics/science and schools have not achieved AYP school wide **OR**
- there is evidence of (K-8) teachers with limited mathematics/science content knowledge and schools have a history of low test scores in mathematics/science (on AIMS, district assessments, or NRTs, if available)

Purpose:

To award MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM funding to nine local educational agencies, comprising schools, under the established competitive process in the form of Renewal Subgrant Awards. Schools receiving such funding shall participate directly in scientifically research-based treatment strategies and locally designed programs focusing on the professional development of mathematics and science teachers. The number of teachers and students may include as many as 450 educators and 16,000 students, respectively.

Contract Amount:

Each local educational agency that submitted a MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Renewal Subgrant Application has developed a 12 month budget. LEAs receiving sufficiently high enough technical review scores entered into budgetary and programmatic negotiations with staff to further refine their program content and budgets. Starting with the highest scoring LEA, each recommended contract reimbursement ceiling is subtracted from the total of funds set aside under law for such Renewal Subgrant Awards.

The second year of funding is contingent upon reauthorization of funds from the US Department of Education (USDOE) as well as project progress and compliance.

Source of Funds:

Authorizing Legislation:	<i>No Child Left Behind Act of 2001</i> , P.L. 107-110, under Title II, Part B.
Index No.(s):	72362, 82362, 92362

Responsible Unit at Department of Education:**AZ Academic Standards Unit, STANDARDS AND ASSESSMENT DIVISION**

Associate Superintendent:	Cheryl J. Lebo
Deputy Associate Superintendent:	Mary Knuck

Dates of Contract:

Subgrant Awards shall become effective on September 1, 2008 and shall terminate on August 30, 2010.

Explanation of Contract:**Previous Contract History**

The MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM is authorized under P.L. 107-110. The MSP funding is available to eligible LEAs to increase the content knowledge and pedagogical content knowledge base of teachers of Mathematics and Science, and increase the numbers of appropriately certified teachers in these subject areas in middle school.

Method of Determining Contract Amount(s)

The contract reimbursement ceilings being proposed under each MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM Renewal Subgrant Application are sufficient to provide the services, support, and assistance that are to be delivered to classroom teachers and other educators in eligible, participating schools throughout Arizona. Project ceilings were set, following careful examination of both budgetary and programmatic issues, supported by detailed budgets that were prepared by the contracting parties, and reviewed and approved by the ADE. Approved budgets shall be entered into the Department's on-line Grants Management System.

Evaluation Plan

The success of Arizona's MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM will be evaluated in several methodologies. Each project contains an extensively detailed Evaluation and Accountability Plan, based on quasi-scientific methodologies. Progress will be evaluated in the areas of increasing teacher content knowledge and the number of appropriately certified mathematics/science teachers and ultimately increasing student achievement. Each project will use common measurement tools so that projects can be compared and analyzed for effectiveness statewide. Individual projects will report to the ADE and the USDOE regarding progress in meeting the objectives described in their evaluation plan. This progress is monitored through both formative and summative measures.

The following table provides the list of eligible local educational agencies (LEAs) that have submitted Renewal Subgrant Applications under the competitive process established by the ADE and have been given technical review scores high enough to be considered for funding.

NAME OF THE APPLICANT LEA		LEA-REQUESTED AMOUNT
Coconino County School Superintendent - Mathematics		\$225,000.00
Coconino County School Superintendent - Science		\$235,000.00
Deer Valley Unified School District - Mathematics		\$335,000.00
Kingman Unified School District - Science and Literacy		\$245,000.00
Navajo County School Superintendent – Science and Literacy		\$260,000.00
Pendergast Elementary School District – Science and Literacy		\$280,000.00
Pima County School Superintendent – Science and Literacy		\$265,000.00
Tucson Unified School District - Mathematics		\$450,000.00
Yavapai County Education Service Agency - Science		\$280,000.00
Total:		\$2,575,000.00
Estimated Impact of MATHEMATICS AND SCIENCE PARTNERSHIPS Awards		
LEAs	Teachers	Students
28	450	16,000

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Workforce Investment Act Incentive Award; Receipt of Federal Monies

SUBMITTED BY: Karen Liersch

MANAGEMENT TEAM REVIEW:

BACKGROUND INFORMATION:

The Workforce Investment Act (WIA) of 1998 provides federal workforce development dollars to the Arizona Departments of Economic Security (DES) and Education to support comprehensive employment and training related activities and it provides performance awards for states that meet their performance goals.

To qualify for an incentive grant, a state must exceed its agreed-upon performance levels for WIA Title I (DES), The Adult Education and Family Literacy Act (AEFLA), and the Carl D. Perkins Vocational and Technical Education Act of 1998. Arizona has qualified for incentive funding during each of the past three years. Qualified states must submit an application describing how the award will be used. The Arizona Department of Education Adult Education Services (AES) unit coordinated this year's application with the Department of Education acting as the fiscal agent.

Arizona's three WIA partners that earned the incentive award have agreed to split the award equally.

This State Board Consent Agenda Item requests the State board to approve the receipt by the Department of Education of the \$1,112,979 in incentive dollars Arizona earned in program year 2006.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW: Approve Receipt of Federal Workforce Investment Act incentive Monies.

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed receipt of WIA Incentive Funding by the State Board of Education, acting for and on behalf of the Department of Education and the following party (ies):

Name of Party (ies):

Arizona Department of Education	(\$741,986.00)
Adult Education Services	\$370,993.00
Career and Technical Education (CTE)	\$370,993.00
Department of Economic Security	\$ 370,993.00
TOTAL	\$1,112,979.00

Purpose:

Arizona's three WIA partners have agreed to use the incentive grant funds to ensure that the state's planned activities are innovative and consistent with the requirements of WIA Title I, AEFLA, and/or Perkins IV, as required by section 503(a) of WIA. Arizona's application was jointly reviewed and approved by the Federal Departments of Education and Labor. The approved use of funds will provide Arizona's Workforce Connection (AWC) an opportunity to enhance the coordination of Adult Basic Skills education, career and technical education, and workforce development services by generating referrals among AWC partners. Specifically DES will assist partners in improving performance levels in youth numeracy gains, overall credential attainments, and entered and improved employment rates. AES will continue to increase the number of participants who meet their federal core performance goals. CTE will increase the number of assessments available for secondary and postsecondary student and clients to assess industry employability and technical skills and increase the accessibility to these assessments via an online delivery system.

Eligible Applicants:

States whose three WIA partners achieved federally negotiated levels of performance for Program Year 2006.

Contract Amount:

State	Total Award:	<i>Contribution to Total Award</i>		
		WIA Title I	AEFLA	Perkins III
Arizona	\$1,112,979	\$0	\$1,112,979	\$0

Source of Funds:

Authorizing Legislation:	The Workforce Investment Act of 1998
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Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent:	Karen Liersch
Program Contact:	Jerald Goode or Janice Cruz

Dates of Contract:

September 1, 2008 to May 31, 2010

Previous Contract History

Arizona has received Incentive Awards in 2006, 2007, and again for 2008. For the previous years, the Arizona Department of Economic Security has served as fiscal agent.

Method of Determining Contract Amount(s)

The Incentive Award has been divided evenly among the three partners.

Evaluation Plan

The United States Departments of Education and Labor were both required to approve the use of funds and require programmatic and fiscal reports on the use of the funds.

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Arizona Adult Education Adult Secondary Education Reframing Pilots

SUBMITTED BY: Karen Liersch

MANAGEMENT TEAM REVIEW:

BACKGROUND INFORMATION:

Arizona Adult Education receives \$9.5 million annually through the Workforce Investment Act (WIA) of 1998 to deliver Adult Basic Education (ABE) services, Adult Secondary Education (ASE) services, and English Language Acquisition for Adults (ELAA) services to adults 16-years-of-age or older who are not enrolled in K-12 schools.

WIA funding includes a set aside for state leadership activities; those include activities that build collaborations at the state and local levels to expand the capacity of adult education delivery services.

Last year, the State Board of Education approved funding for ADE-contracted adult education programs in Apache, Navajo, Pima, and Coconino counties to develop frameworks for the reengineering of local comprehensive adult education delivery systems to meet the demands of the 21st century work force. The pilots are developing a customer centric operating model that focuses on the long-term needs of the student by embedding transition services, to post-secondary education and vocational training, into every aspect of the program including intake and orientation. This new model relies heavily on building lasting collaborations with post-secondary institutions, One Stops, local area employers, and vocational programs to ensure that the adult student is equipped to compete in the 21st century work force. Passing the GED is a critical step in this new model of adult education – not the goal. The student's successful transition to post-secondary education, vocational training, or to the workplace is the overarching goal of the new adult education delivery system.

This year the pilots are in a critical phase of their research and development - testing their processes, data collection, and program evaluation to identify effective strategies and practices. The expected outcome of this pilot research is a standardized adult education program-operating model based on tested and proven strategies, practices, and procedures, suitable for replication in adult education programs throughout the state.

In April 2007, the State Board approved \$63,396.00 for FY 2007 and \$238,259.00 for FY 2008 of the pilots. We are requesting approval for a one-year extension of this contract in the amount of \$238,259.00 for FY 2009.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED

BELOW: Approve a one-year extension of the current Two-Year contract.

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following parties):

Name of Contracting Party (ies):

Pima College Adult Education Program	\$ 42,384.00
Northland Pioneer Adult Education Program	\$149,150.00
Coconino County Adult Education Program	\$ 46,725.00
TOTAL	\$238,259.00

Purpose:

As part of developing a statewide customer centered delivery system, Arizona Department of Education/Adult Education Services has funded three pilots: Pima College Adult Education Program, Northland Pioneer College Adult Education Program, and Coconino County Adult Education Program. The pilots are developing a customer centric operating model that focuses on the long-term needs of the student by embedding transition services, to post-secondary education and vocational training, into every aspect of the program including intake and orientation. This new model relies heavily on building lasting collaborations with post-secondary institutions, One Stops, local area employers, and vocational programs to ensure that the adult student is equipped to compete in the 21st century work force. The expected outcome of this pilot research is a standardized adult education program-operating model based on tested and proven strategies, practices, and procedures, suitable for replication in adult education programs throughout the state.

Eligible Applicants:

Currently funded adult education providers in Pima, Apache, Navajo, and Coconino counties were selected to develop ASE reframing pilots during an 18-month period covering two fiscal years. These pilots were selected through a competitive application process because they represented the greatest likelihood for success.

Contract Amount:

Not to exceed \$238,259.00

Source of Funds:

Authorizing Legislation:	The Workforce Investment Act of 1998 allows State Leadership Funds to be used for collaboration building.
Index No.(s):	73364

Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent:	Karen Liersch
Program Contact:	Jerald Goode or Janice Cruz

Dates of Contract:

July 1, 2008 to June 20, 2009

Previous Contract History

In 2006, the State Board of Education approved Year One, and in 2007, Year Two of this contract.

Number Affected (Students, Teachers, Public, as appropriate)

Approximately 1,713 students enrolled in Adult Education Programs and 2,210 GED Examinees in Pima, Apache, Navajo, and Coconino counties will benefit from the Adult Secondary Education Reframing Pilots.

Method of Determining Contract Amount(s)

The application process was open to ADE funded Adult Education programs except those in Maricopa Counties. Pima, Apache, Navajo, and Coconino counties submitted proposals to the ADE/AES Unit. These proposals included budgets outlining the fiscal needs necessary to carry out the proposed pilot activities. The ADE/AES Unit then reviewed these documents: (1) The roles of the partners; (2) the timeline for implementation; (3) the potential to replicate similar programs in other Arizona counties; and (4) a plan for transition services to the workforce, vocational and post-secondary education.

Evaluation Plan

Throughout the pilot year, ADE/AES will provide administrative oversight, state leadership, and on-site technical assistance as needed. It will also require that the pilots maintain accurate, detailed, and verifiable records of the disbursement of grant funds and produce an interim and final ASE Reframing Reports.

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Arizona Adult Education and Arizona Public Library Collaboration Initiative

SUBMITTED BY: Karen Liersch

MANAGEMENT TEAM REVIEW:

BACKGROUND INFORMATION:

Arizona Adult Education receives \$9.5 million annually through the Workforce Investment Act (WIA) of 1998 to deliver Adult Basic Education (ABE) services, Adult Secondary Education (ASE) services, and English Language Acquisition for Adults (ELAA) services to adults 16-years-of-age or older who are not enrolled in K-12 schools.

The WIA State Leadership Set Aside allows for the development of collaborations at the state and local levels to expand the capacity of adult education delivery services.

The Arizona Department of Education (ADE), Adult Education Services (AES) is working with the Arizona State Library System to build local-level collaborations that will (1) increase the capacity to serve adult education students; (2) increase the number of adult learners served; (3) increase library usage among adult education students; (4) have adult education instructors and library staff working together to identify instructional materials and promote student learning; (5) increase access to electronic and print-based resources, especially those needed by adult education distance learning students to access ADE/AES-approved online curricula; (6) expand library collections of high-interest, low-level reading materials while promoting and monitoring the use of these materials among adult education students; (7) explore the consolidation of duplicated adult education library services (if any); and (8) build collaborative products and services.

In FY 2007, the State Board of Education approved funding for ADE-contracted adult education programs in Pima, Yavapai, and Yuma Counties to form innovative and effective capacity-building partnerships with their local public libraries. As an active state-level partner, the Arizona State Library provides financial resources to affiliated public libraries. As a result of these collaborations (1) more than 617 Arizona adult education students and their immediate family members received public library cards; (2) approximately 53 adult education classes in Pima, Yavapai, and Yuma Counties took field trips to a public library; (4) every ADE-funded adult education program has received copies of *Becoming Library Literate*, a work text updated and revised by the Yuma County partners to familiarize adult education students with using a public library; (5) the Tucson-Pima Library District purchased a collection of circulating print materials for use by adult education students and tutors in 25 branches; and (6) every Arizona resident possessing a valid public library card and having access to the Internet now has unlimited use of *Rosetta Stone Online*, an English language acquisition curriculum.

BOARD ACTION REQUESTED: [] INFORMATION [X] ACTION/DESCRIBED

BELOW: Approve Contract

ATTACHMENTS: YES [X] NO []

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following party (ies):

Name of Contracting Party (ies):

Gila County Education Service Agency	\$9,079
TOTAL	\$9,079

Purpose:

As part of developing a statewide collaboration, ADE/AES and the Arizona State Library System will jointly fund Gila County Education Service Agency to (1) increase the capacity to serve adult education students; (2) increase the number of adult learners served; (3) increase library usage among adult education students; (4) have adult education instructors and library staff working together to identify instructional materials and promote student learning; (5) increase access to electronic and print-based resources, especially those needed by adult education distance learning students to access ADE/AES-approved online curricula; (6) expand library collections of high-interest, low-level reading materials while promoting and monitoring the use of these materials among adult education students; and (7) build collaborative products and services.

Eligible Applicants:

All ADE-funded adult education programs, except those located in Pima, Yavapai, and Yuma Counties which benefited from non-renewable state leadership funds for library collaboration building in FY 2007, were invited to compete for an Arizona Adult Education Programs & Arizona Public Libraries Collaboration Initiative Grant in the spring of 2008. Gila County Adult Education Service Agency submitted a proposal which was then evaluated by a review committee comprised of ADE/AES personnel and Arizona State Library personnel. Based on the outcomes of its rubric-based analysis, the committee recommends awarding grant funds to Gila County Adult Education Service Agency.

Contract Amount:

Not to exceed \$9,079

Source of Funds:

Authorizing Legislation:	The Workforce Investment Act of 1998 allows State Leadership Funds to be used for collaboration building.
Index No.(s):	93364

Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent:	Karen Liersch
Program Contact:	Jerald Goode or Janice Cruz

Dates of Contract:

September 1, 2008 to June 30, 2009

Previous Contract History

The Board has approved the awarding of Federal State Leadership money for pilot programs to existing ADE/AES-funded adult education programs since 1998.

Number Affected (Students, Teachers, Public, as appropriate)

Approximately 222 students enrolled in the adult education program in Gila County will benefit from the Arizona Adult Education Programs and Arizona Public Libraries Collaboration Grant Award.

Method of Determining Contract Amount(s)

As part of its Arizona Adult Education Programs and Arizona Public Libraries Collaboration Grant Application, Gila County Educational Service Agency submitted a budget and budget detail sheet describing the fiscal needs necessary to carry out the proposed collaborative activities. These documents were reviewed by the grant review committee. Factors considered were: (1) The roles of the partners; (2) the timeline for implantation; (3) the potential to replicate similar partnerships between adult education programs and public libraries in other Arizona counties; and (4) a plan for evaluating the effectiveness of the partnership.

Evaluation Plan

Gila County Education Service Agency described how it will evaluate the effectiveness of its adult education and public library partnership in its proposal. Throughout the pilot year, the ADE/AES will provide administrative oversight, state leadership, and technical assistance as needed. It will also require Gila County Education Service Agency to maintain accurate, detailed, and verifiable records of the disbursement of grant funds and submit a final report by June 30, 2009.

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: Adult Education Assistance Awards FY 2009

SUBMITTED BY: Karen Liersch, Deputy Associate Superintendent Adult Education Services

MANAGEMENT TEAM REVIEW:

BACKGROUND INFORMATION:

ARS 15-234, Federal P.L. 105-220 Title II of the Workforce Investment Act of 1998, and the Arizona State Plan for Adult Education authorize allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education
2. Adult Basic Education/Adult Secondary Education Distance Learning
3. English Language Acquisition for Adults/EL Civics

The purpose of these adult education classes are to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education.

The State Board is requested to approve the following:

1. To correct two errors on local awards approved by the State Board June 24, 2008.
2. To approve local grant awards for the FY 2009 Supplemental application.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED

BELOW: Approve adult education local grant awards for FY 2009.

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the State Board of Education, acting for and on behalf of the Department of Education and the following party (ies):

Name of Contracting Party (ies):

See attached list.

Purpose:

ARS 15-234, Federal P.L. 105-220 Title II of the Workforce Investment Act of 1998, and the Arizona State Plan for Adult Education authorize allocation of funds for the establishment and maintenance of adult education including:

1. Adult Basic Education/Adult Secondary Education (ABE/ASE)
2. Adult Basic Education/Adult Secondary Education Distance Learning (DL)
3. English Language Acquisition for Adults/EL Civics (ELAA)

The purpose of these adult education classes are to:

1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. assist adults in the completion of a secondary school education.

Eligible Applicants:

1. A local education agency
2. A community-based organization of demonstrated effectiveness
3. A volunteer literacy organization of demonstrated effectiveness
4. An institute of higher education
5. A public or private nonprofit agency
6. A library
7. A public housing authority
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families and
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs 1-8
10. Correctional Institutions (prison, jail, reformatory, workplace detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.)

Contract Amount:

Not to exceed \$11,387,279

Source of Funds:

Authorizing Legislation:	<ul style="list-style-type: none"> – ARS 15-232 and 15-234 – The Workforce Investment Act of 1998: The Adult Education and Family Literacy Act (P.L. 105-220) – The Arizona State Plan for Adult Education.
Index No.(s):	91067, 83363, 93363, 83369, 93369

Responsible Unit at Department of Education:

Adult Education Services

Deputy Associate Superintendent:	Karen Liersch
Program Contact:	Jerald Goode and Janice Cruz

Dates of Contract:

July 1, 2008 to June 30, 2009. (Current federal authorizing legislation has been extended one year, until June 30, 2009.)

Previous Contract History:

The Board has approved local grant awards since 1965.

Number Affected (Students, Teachers, and Public, as appropriate):

34,000 students

700 teachers

Method of Determining Contract Amount(s):

Local programs submit a grant application that includes a proposal for services and a one-year budget. Proposed services and budgets are reviewed and negotiated by ADE. Factors considered are: (1) need based on number of adults in the county (a) without a high school diploma and (b) who lack basic English literacy skills, (2) designated populations served, (3) geographic distribution of dollars throughout the state, (4) available funding, (5) applicant's performance and funding history, (6) applicant's history of compliance with contractual provisions.

Evaluation Plan:

Local providers have conducted a self-assessment of their program operations, and receive a comprehensive technical assistance review every three years. Additionally, local program performance data is reviewed annually, and performance funding awards are based on the attainment of educational gains, High School Equivalency diplomas obtained, and student advancement to postsecondary education or employment.

**Arizona Department of Education
Adult Education Services
FY 2009 Grant Awards**

Corrections to the June State Board Abstract (approved June 24, 2008):

Program	Approved by State Board June, 2008	Correction Allocation Should Read
Cochise College	\$549,707	\$557,207
South Yuma Consortium	\$133,233	\$133,960

Supplemental 2009:

Program	Total Award
Camp Verde Adult Reading Program	\$22,000

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25, 2008

SUBJECT: 2009 IDEA Arizona High Achievement for All

SUBMITTED BY: Colette Chapman

MANAGEMENT TEAM REVIEW: August 7, 2008

BACKGROUND INFORMATION:

Limited funding may be used for registration by public education agencies that register school teams of up to five individuals each for the Arizona High Achievement for All (AHAA) Institute. Teams will learn to assess students in reading, math, writing, and behavior (K – 8), find the students at-risk, and intervene with progress monitoring to improve achievement.

Teams will:

- Create school action plan to initiate and sustain site reform for increasing achievement for all students.
- Establish evidence-based teaching skills to improve effective instruction for all learners.
- Implement differentiated instructional strategies for students with and without disabilities, English language learners, and students whose characteristics interfere with mastery of standards.

Each AHAA Team must include the following minimum three core individuals:

1. Building administrator
2. Special education teacher
3. General education teacher

Two additional optional team members chosen by the applicant may be added to the team as grant-funded team members.

All team members are required to attend all sessions. No substitutions are allowed. Team members will collaborate in all session and site activities.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Department of Education and

Name of Contracting Parties:

Amphitheater Unified District [Prince Elementary]	\$6,392
Carpe Diem Collegiate High School	\$3,600
Casa Grande Union High School District [Casa Grande High School]	\$6,480
Cochise Community Development Corporation [Berean Academy]	\$6,000
Deer Valley Unified District [Deer Valley Middle School]	\$6,000
Griffin Foundation [Children Reaching for the Sky]	\$6,000
Juniper Tree Academy [Desert View Academy]	\$6,000
Mammoth-San Manuel Unified District [Mammoth Elementary School]	\$6,081
Scottsdale Unified District [Supai Middle School]	\$6,035
Sierra Vista Unified District [Town & Country Elementary School; Village Meadows Elementary School]	\$12,000
Total	\$64,588

Purpose:

Limited funding may be used for registration by public education agencies that register school teams of up to five individuals each for the Arizona High Achievement for All (AHAA) Institute.

School teams will be provided evidence-based methods to implement effective instruction, differentiated curriculum, accommodations for learners, modifications to curriculum, and behavioral support. The collaboration of special and general education will be emphasized throughout the training.

Contract Amount:

Total not to exceed \$64,558 over two years

Funding for capacity building grants will not be approved if IDEA '04 federal requirements are not met.

Source of Funds:

Authorizing Legislation:	Part B—Individuals with Disabilities Education Improvement Act of 2004
Index No.:	95663

Responsible Unit at Department of Education:

Management contact:	Colette Chapman
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Dates of Contract:

Date of State Board Approval - June 30, 2010

Explanation of Contract:**Previous Contract History**

This is the sixth cohort to begin the *AHAA Institute*. Past participants have reported that they attribute the *AHAA Institute* for raising AIMS scores, meeting AYP, reducing discipline referrals, and contributing to more collaboration between special and general education teachers.

Diana Browning Wright has cultivated this curriculum to raise student achievement for all learners throughout the past five years. *AHAA* addresses schools K – 12 with site reform that ensures instruction meets the needs of all learners and results in high achievement. School teams will be provided evidence-based methods to implement effective instruction, differentiated curriculum, accommodations for learners, modifications to curriculum, and behavioral support. The collaboration of special and general education will be emphasized throughout the Institute.

18 school teams plus a number of district personnel have received *AHAA* training since the 2006 – 2007 school year.

Method of Determining Contract Amounts

Each school team is limited to up to five team members; the grant will pay for registration fees only for each of these team members plus applicable approved restricted indirect costs.

Evaluation Plan

Technical assistance and project monitoring is provided throughout the training by ESS staff under the direction of the Comprehensive System of Personnel Development director.

Evaluation of team success is based on team completion and documentation of engagement activities that:

- Create a comprehensive school action plan to initiate and sustain site reform for increasing achievement for all students.
- Establish evidence-based teaching skills to improve effective instruction for all learners.
- Implement differentiated instructional strategies for students with and without disabilities, English language learners, and students whose characteristics interfere with mastery of standards.

Each team is also required to analyze its achievement of training objectives and write a formal annual programmatic completion report that summarizes accomplishments over the training year.

ASSOCIATE SUPERINTENDENT APPROVAL**STATE BOARD MEETING DATE** Aug 25 2008**SUBJECT:** 2009 Seamless Transition to Full Community Participation**SUBMITTED BY:** Steve Mishlove**MANAGEMENT TEAM REVIEW:** August 7, 2008**BACKGROUND INFORMATION:**

The purpose of this grant is to support team training and technical assistance to enhance a public education agency's ability to provide comprehensive transition programs for youth with disabilities aged 16 – 21, including facilitating a seamless transition to full community participation for every student, regardless of his/her disability, upon exit from high school. The first year is a formal four two-day training package in Phoenix. The second year encompasses additional training and technical assistance with the expectation that an action plan will be implemented.

Applicants may apply for the amount needed to sustain a team through training and implementing local activities over two years. The team consists of six people, including an administrator, special educator, parent of a student with a disability, public education agency representative from an organization such as Vocational Rehabilitation, and two other team members selected at the discretion of the grantee. Funds must be used to pay for pre-determined, allowable materials and services, including training registration fees.

Technical assistance and project monitoring is provided throughout the life of the grant under the supervision of the Special Projects Director.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Department of Education and

Name of Contracting Parties:

Dysart Unified District	\$25,000.00
Higley Unified School District	\$22,000.00
Pima Accommodation District	\$25,100.00
St David Unified District	\$34,400.00
Tolleson Union High School District	\$24,000.00
Total	\$130,500.00

Purpose:

The purpose of this grant is to support team training and technical assistance to enhance a public education agency's ability to provide comprehensive transition programs for youth with disabilities aged 16 – 21, including facilitating a seamless transition to full community participation for every student, regardless of his/her disability, upon exit from high school. The team is expected to implement an action plan to facilitate transition into the community.

Full participation in the training is required by all team members. The Community Transition Team must consist of:

- District or charter school administrator (or authorized designee who has the authority to act on behalf of the administrator)
- Special education educator
- Parent or student with a disability
- Public agency representative
- Two additional team members from local community organizations or agencies

Contract Amount:

Total not to exceed \$130,500 over two years

Funding for capacity building grants will not be approved if IDEA '04 federal requirements are not met.

Source of Funds:

Authorizing Legislation:	Part B—Individuals with Disabilities Education Improvement Act of 2004
Index No.:	95663

Responsible Unit at Department of Education:

Management contact:	Colette Chapman
Program contact:	Steve Mishlove

Dates of Contract:

This agreement shall take effect upon approval by the Board and shall terminate on June 30 2010

Explanation of Contract:

Previous Contract History

ADE/ESS awarded 40 competitive Transition from School to Adult Life grants from July 2000 – June 2007 and 15 Transition of Incarcerated Youth from Secure Care Facilities to the Community grants from October 2001 – December 2005. These grants evolved into the Seamless Transition to Full Community Participation grant that puts a greater emphasis on building solid community partnerships to assist students in smoother transition from high school to after-high-school life.

Method of Determining Contract Amounts

The grant is limited to expenses that support each team of up to six individuals to attend the training. Allowed expenses include:

- Stipends for team members to attend Saturday trainings and team work that done on site after scheduled school time
- Teacher team member substitutes to allow them to participate in the training
- Training registration costs
- Mileage, lodging, ME&I expenses, if appropriate

Evaluation Plan

Technical assistance and project monitoring is provided throughout the life of the grant by the Exceptional Student Services under the direction of the Special Projects Director. A web-based reporting template has been developed to provide annual programmatic reporting opportunities on project goals and successful outcomes. This information is drawn from the annual financial and programmatic completion report, which must be filed by each grantee after the end of each project year and evaluated by the ESS Transition Services staff.

During the first year of the project, the teams will be evaluated based upon whether or not the team:

- Represents all key stakeholders within the defined team structure
- Determined team roles and responsibilities; established a shared vision, mission, and purpose for their grant-related work
- Developed goals and objectives
- Developed written agreements to address cross-agency boundaries
- Mapped resources in the community
- Developed a means to communicate or share information within the community
- Developed an action plan addressing the delivery of services for youth and young adults with disabilities

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25 2008

SUBJECT: 2009 Systemic Change in Reading Grant

SUBMITTED BY: Colette Chapman

MANAGEMENT TEAM REVIEW: August 7, 2008

BACKGROUND INFORMATION:

The purpose of this grant is to provide funding for team members to participate in guided professional development that focuses on improving reading skills for students with disabilities in grades K – 3, and higher grades if appropriate to the applicant, in low performing schools. Participating schools must demonstrate one or both of the following:

1. At least 30% of 3rd grade students have failed to meet the standard in reading on the Spring AIMS
2. At least 63% of 3rd grade students with disabilities failed to meet the standard in reading on the Spring AIMS

Applicants may apply for the amount needed to sustain a team through training and implementing local training over two years. The team consists of up to five people, including an administrator, special educator, and general educator. Grantees may send two additional grant-funded people to complete the team. Others, whose training expenses are paid by local funding sources, may also attend. Funds must be used to pay for pre-determined, allowable materials and services, including training registration fees.

Technical assistance and project monitoring is provided throughout the life of the grant by the Reading Training Coordinator and trainers under the direction of the Comprehensive System of Personnel Development Director.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☐ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Department of Education and

Name of Contracting Parties:

Flowing Wells Unified District [Centennial Elem, Homer Davis Elem]	\$56,260
Legacy School	\$23,600
Mesa Unified District [Lehi Elementary, Keller Elementary]	\$37,788
Page Unified District [Desert View Elementary, Lake View Elementary]	\$40,418
Tempe School District [Holdeman Elem, Frank Elemen, Nevitt Elem]	\$63,643
Total	\$221,709

Purpose:

The purpose of this grant is to provide funding for team members to participate in guided professional development that focuses on improving reading skills for students with disabilities in grades K – 3, and higher grades if appropriate to the applicant, in low performing schools.

To lay the foundation for systemic reading reform and systemic change in special education at targeted schools, this grant will support a team of educators to participate in the *Systemic Change in Reading Training*. It is expected that each team member will be able to contribute to the training of other education professionals in the home public education agency.

Contract Amount:

Total not to exceed \$221,709 over two years

Funding for capacity building grants will not be approved if IDEA '04 federal requirements are not met.

Source of Funds:

Authorizing Legislation:	Part B—Individuals with Disabilities Education Improvement Act of 2004
Index No.:	95663

Responsible Unit at Department of Education:

Management contact:	Colette Chapman
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Dates of Contract:

This agreement shall take effect upon approval by the Board and shall terminate on June 30 2010

Explanation of Contract:**Previous Contract History**

ADE/ESS awarded 43 competitive Improved Student Reading grants from July 2000 – June 2004, and nine Reading Intervention for Grades 4 – 8 grants from January 2004 – June 2006. These evolved into the Systemic Change in Reading grant, which puts a greater emphasis on reading intervention in earlier grade levels and uses a more developed, formalized, and consistent training model.

Participating schools must demonstrate one or both of the following:

1. At least 30% of 3rd grade students have failed to meet the standard in reading on the Spring AIMS
2. At least 63% of 3rd grade students with disabilities failed to meet the standard in reading on the Spring AIMS

Method of Determining Contract Amounts

Applicants may apply for the amount needed to sustain a team of up to five individuals through training and other grant-related activities. Full participation as team members is required for each by the following three individuals:

- Building administrator
- General educator
- Special educator

Two additional optional team members chosen by the applicant may be added to the team

Funds may be spent on limited, pre-determined items including training registration fees.

Evaluation Plan

Technical assistance and project monitoring is provided throughout the life of the grant by the Systemic Change Training Coordinators and trainers under the direction of the Comprehensive System of Personnel Development director. A web-based reporting template has been developed to provide annual programmatic reporting opportunities on project goals and successful outcomes. This information is drawn from the annual financial and programmatic completion report, which must be filed by each grantee after the end of each project year and evaluated by the *Systemic Change in Reading* project coordinator, CSPD director, and CSPD coordinator.

Teams are evaluated based upon:

- Their understanding of the process of implementing systemic change in order to enhance and improve reading instruction
- Creation of individualized school action plans to bring about systemic change in delivery of reading instruction
- Demonstration of the application of the five critical elements of reading instruction

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE Aug 25 2008

SUBJECT: 2009 IDEA AT Tech for Learning Communities

SUBMITTED BY: Steve Mishlove

MANAGEMENT TEAM REVIEW: August 7, 2008

BACKGROUND INFORMATION:

The purpose of this grant is to provide funding for team members to participate in guided interactive workshops that focus on improving the access to classroom curriculum for students, aged 3 through 21, through the utilization of assistive technology (AT) tools and strategies.

The team will:

- Analyze the results of the self evaluation tool, the Quality Indicator Assistive Technology (QIAT) Matrices. The QIAT Matrix is used to show improvement through educator practices, organizational changes and student outcomes. The QIAT survey was used as part of the grant application process as a baseline indicator of pre-instruction in AT practices and will be used as a quantitative measurement of post instruction improvement.
- Show participation and attendance of the scheduled workshops as documented by sign-in sheets and other artifacts documenting participation in the activities set up for each team.
- Demonstrate development and implementation of a comprehensive Professional Action Plan targeting assistive technology needs, goals, and objectives to bring about systemic change within the public education agency.

The team must consist of a minimum of the following three required positions:

- General educator
- Special educator
- Related service professional (speech-language therapist, occupational therapist, social worker, etc.)

Two additional optional team members chosen by the applicant may be added to the team as grant-funded team members.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☐ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Department of Education and

Name of Contracting Parties:

Buckeye Elementary District	\$17,076
Bullhead City School District	\$21,756
Cave Creek Unified District	\$10,576
Dysart Unified District	\$12,523
Flagstaff Unified District	\$15,214
Ganado Unified School District	\$25,500
Litchfield Elementary District	\$10,735
Vail Unified District	\$16,673
Yuma Union High School District	\$17,518
Total	\$147,541

Purpose:

The purpose of this grant is to provide funding for team members to participate in guided interactive workshops that focus on improving the access to classroom curriculum for students, aged 3 through 21, through the utilization of assistive technology (AT) tools and strategies.

Contract Amount:

Total not to exceed \$147,541

Funding for capacity building grants will not be approved if IDEA '04 federal requirements are not met.

Source of Funds:

Authorizing Legislation:	Part B—Individuals with Disabilities Education Improvement Act of 2004
Index No.:	95663

Responsible Unit at Department of Education:

Management contact:	Colette Chapman
Program contact:	Steve Mishlove

Dates of Contract:

From the Date of State Board Approval through June 30, 2009

Explanation of Contract:

Previous Contract History

This is a new initiative and has not been offered to public education agencies as a grant opportunity.

Method of Determining Contract Amounts

The grant is limited to expenses that support each school team of up to five individuals to attend the AT Tech for Learning Communities training. Allowed expenses include:

- Stipends for team members to attend Saturday trainings and team work that done on site after scheduled school time
- Registration costs
- Mileage, lodging, ME&I expenses

Evaluation Plan

Technical assistance and project monitoring is provided throughout the training by ESS staff under the direction of the Director of Special Projects. Evaluation of team success is based on team completion and documentation of engagement activities that:

- Analyze the results of the self evaluation tool, the Quality Indicator Assistive Technology (QIAT) Matrices. The QIAT Matrix is used to show improvement through educator practices, organizational changes and student outcomes. The QIAT survey will be used as a quantitative measurement of post instruction improvement.
- Shows participation and attendance of the scheduled workshops as documented by sign-in sheets and other artifacts documenting participation in the activities set up for each team.
- Demonstrates development and implementation of a comprehensive Professional Action Plan targeting assistive technology needs, goals, and objectives to bring about systemic change within the public education agency.

Each team is also required to analyze achievement of these training objectives and write a formal annual programmatic completion report that summarizes accomplishments over the training year.

ASSOCIATE SUPERINTENDENT APPROVAL



STATE BOARD MEETING DATE August 25 2008

SUBJECT: 2009 IDEA Autism Spectrum Disorder Grant

SUBMITTED BY: Colette Chapman

MANAGEMENT TEAM REVIEW: January 10, 2008

BACKGROUND INFORMATION:

This grant supports district-wide teams of parents and education professionals as members of teams participating in an ADE/ESS-sponsored train-the-trainer approach to developing local-level professional development that will increase knowledge and effective teaching skills of those working with children with Autism Spectrum Disorder (ASD).

Applicants may apply for the amount needed to sustain a team through training and implementing local training over two years. The team must consist of five people, including a parent of a student with ASD, school psychologist, special education teacher, and speech pathologist, and one other team member selected at the discretion of the grantee. Grantees may send other people whose training expenses are paid by local funding sources to join their teams for training. Funds must be used to pay for pre-determined, allowable materials and services, including training registration fees and textbooks.

Technical assistance and project monitoring is provided throughout the life of the grant by the ASD Training Coordinator, ASD Steering Committee, and trainers under the direction of the Comprehensive System of Personnel Development Director.

BOARD ACTION REQUESTED: ☐ INFORMATION ☒ ACTION/DESCRIBED
BELOW:

ATTACHMENTS: YES ☒ NO ☐

CONTRACT ABSTRACT

Proposed contract between the **State Board of Education**, acting for and on behalf of the Department of Education and

Name of Contracting Parties:

Crane Elementary District	\$45,700
Higley Unified School District	\$28,940
Payson Unified District	\$21,891
Tucson Unified District	\$51,321
Visions Unlimited Academy, Inc	\$44,500
Total	\$192,352

Purpose:

This grant supports district-wide teams of parents and education professionals as members of teams participating in an ADE/ESS-sponsored train-the-trainer approach to developing local-level professional development that will increase knowledge and effective teaching skills of those working with children with Autism Spectrum Disorder (ASD).

Contract Amount:

Total not to exceed \$192,352 over two years

Funding for capacity building grants will not be approved if IDEA '04 federal requirements are not met.

Source of Funds:

Authorizing Legislation:	Part B—Individuals with Disabilities Education Improvement Act of 2004
Index No.:	95663

Responsible Unit at Department of Education:

Management contact:	Colette Chapman
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Dates of Contract:

This agreement shall take effect upon approval by the Board and shall terminate on June 30 2009

Explanation of Contract:

Previous Contract History

During the year 2004, the Autism Spectrum Disorder Steering Committee was launched in response to the alarming number of new students identified with ASD that were enrolling in Arizona's public schools and the lack of teacher preparation in meeting the educational needs of

this population. After approximately six months of research, the Steering Committee settled on and developed a training format; trainers were procured; and a competitive grant was created

that would pay for team training and other grant-related activities that need to be conducted at the local level.

A train-the-trainer model was selected by the Steering Committee to encourage the development of local-level training models that meet LEAs' specific and unique needs. The ADE/ESS-sponsored train-the-trainer model consists of:

- 15 days of interactive training during year one;
- 8 – 11 days of interactive training during year two.

Number Affected (Students, Teachers, and Public, as appropriate)

Thirty grant-funded professionals and parents will receive training. One hundred and eight students with ASD will receive immediate benefit. The number of future students with ASD is incalculable.

Method of Determining Contract Amounts

Applicants may apply for the amount needed to sustain a team through training and conducting other grant-related activities. The team must consist of five people, including a parent of a student with ASD, school psychologist, special education teacher, and speech pathologist, and one other team member selected at the discretion of the grantee. Grantees may send other people whose training expenses are paid by local funding sources to join their teams for training. Funds must be used to pay for pre-determined, allowable materials and services, including training registration fees and textbooks.

Evaluation Plan

Technical assistance and project monitoring is provided throughout the life of the grant by the ASD Training Coordinator, ASD Steering Committee, and trainers under the direction of the Comprehensive System of Personnel Development Director. A web-based reporting tool has been developed to provide annual programmatic reporting opportunities on project goals and successful outcomes. This information is drawn from the annual financial and programmatic completion report, which must be filed by each grantee after the end of each project year and evaluated by the ASD Training Coordinator, ASD Steering Committee, CSPD Director, CSPD Coordinator, and IDEA Capacity Building Grant Coordinator,

Teams are evaluated based upon whether or not they have:

- Represent all key stakeholders within the defined team structure
- Determined team roles and responsibilities; established a shared vision, mission, and purpose for their grant-related work
- Developed goals and objectives
- Mapped needs and resources in the education community and community-at-large
- Developed a means to communicate or share information within the community
- Developed an action plan addressing the delivery of on-going local-level training.